

Rubrics for School Counselor Candidate Portfolios, MoSTEP 1.4

1.4 Content and Professional Studies for School Counselors: The unit ensures that candidates for school counselor certification have completed a graduate program of content and professional studies that has prepared them to successfully practice as an entry-level Professional School Counselor.

1.4.1 The professional school counselor candidate knows and understands learners and how they develop, and facilitates learners' academic, interpersonal, social and career growth.

Quality Indicators:

1.4.1.1 Human Growth and Development: The professional school counselor candidate knows and understands human development and personality and how these domains affect learners, and applies this knowledge in his or her work with learners.

Performance Indicators: The professional school counselor candidate:

- demonstrates knowledge and understanding of theories of individual and family development, transitions across the life-span, and the range of human developmental variation;
- demonstrates knowledge and understanding of developmental stages of individual growth;
- demonstrates knowledge and understanding of theories of learning and personality development;
- applies factors that affect behavior, including but not limited to, developmental crises, disability, addiction, psychopathology, and environmental factors, in assisting learners to develop healthy life and learning styles; and
- applies developmental principles in working with learners in a variety of school counseling activities

Meets the Standard	Not Meeting the Standard	Insufficient Evidence
The professional school counselor candidate demonstrates <i>an adequate depth of knowledge and understanding</i> of theories of individual and family development, transitions across the life-span, and the range of human developmental variation; of developmental stages of individual growth; and of learning and personality development. She/he <i>consistently applies</i> factors that affect behavior, including but not limited to, developmental crises, disability, addiction, psychopathology, and environmental factors, in assisting learners to develop healthy life and learning styles. He/she <i>routinely applies</i> developmental principles in working with learners in a variety of school counseling activities.	The professional school counselor candidate demonstrates <i>inadequate depth of knowledge and understanding</i> of theories of individual and family development, transitions across the life-span, and the range of human developmental variation; of developmental stages of individual growth; and of learning and personality development. She/he <i>occasionally applies</i> factors that affect behavior, including but not limited to, developmental crises, disability, addiction, psychopathology, and environmental factors, in assisting learners to develop healthy life and learning styles. He/she <i>inconsistently applies</i> developmental principles in working with learners in a variety of school counseling activities.	There is insufficient evidence upon which to make a determination about this standard.

Notes:

1.4.1.2 Culture and Diversity: The professional school counselor candidate knows and understands how human diversity affects learning and development within the context of a global society and a diverse community of families. The professional school counselor candidate uses this understanding to assist learners, parents, and colleagues in developing opportunities for learning and personal growth.

Performance Indicators: The professional school counselor candidate:

- demonstrates knowledge and understanding of multicultural and pluralistic trends
- demonstrates knowledge and understanding of attitudes and behaviors related to diversity, and how the diversity in families impacts learners
- educates students, colleagues and others about diversity and its impact on learning, growth, and relationships
- facilitates the development of learners' tolerance and respect for, and valuing of, human diversity
- demonstrates knowledge and understanding of how culture affects the counseling relationship and
- demonstrates cultural awareness and sensitivity in counseling

Meets the Standard	Not Meeting the Standard	Insufficient Evidence
The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of multicultural and pluralistic trends, attitudes and behaviors related to diversity, how the diversity in families impacts learners and how culture affects the counseling relationship. She/he <i>routinely and effectively educates</i> students, colleagues and others about diversity and its impact on learning, growth, and relationships. He/she <i>proactively facilitates</i> the development of learners' tolerance and respect for, and valuing of, human diversity. She/he <i>consistently and competently demonstrates</i> cultural awareness and sensitivity in counseling.	The professional school counselor candidate demonstrates only a <i>basic level of knowledge</i> and understanding of multicultural and pluralistic trends, attitudes and behaviors related to diversity, how the diversity in families impacts learners and how culture affects the counseling relationship. She/he <i>occasionally educates students</i> , colleagues and others about diversity and its impact on learning, growth, and relationships. He/she <i>only reactively facilitates</i> the development of learners' tolerance and respect for, and valuing of, human diversity. She/he <i>occasionally demonstrates</i> cultural awareness and sensitivity in counseling.	There is insufficient evidence upon which to make a determination about this standard.

Notes:

1.4.1.3 Assessment: The professional school counselor candidate knows and understands the principles of measurement and assessment, for both individual and group approaches, and applies these in working with all learners.

Performance Indicators: The professional school counselor candidate:

- demonstrates knowledge and understanding of theoretical and historical bases for assessment techniques
- demonstrates knowledge and understanding of the concepts of reliability and validity
- selects, administers, and interprets assessment and evaluation instruments and techniques in counseling
- applies assessment results to the counseling process
- demonstrates knowledge and understanding of and applies ethical principles in assessment

Meets the Standard	Not Meeting the Standard	Insufficient Evidence
The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of theoretical and historical bases for assessment techniques, the concepts of reliability and validity, and ethical principles in assessment. He/she <i>effectively and consistently selects, administers, and interprets</i> assessment and evaluation instruments and techniques in counseling, and <i>systematically applies assessment</i> results to the counseling process.	The professional school counselor candidate <i>demonstrates an inadequate depth</i> of knowledge and understanding of theoretical and historical bases for assessment techniques, the concepts of reliability and validity, and ethical principles in assessment. He/she <i>does not yet effectively select, administer, and interpret</i> assessment and evaluation instruments and techniques in counseling, and <i>apply</i> assessment results to the counseling process.	There is insufficient evidence upon which to make a determination about this standard.

Notes:

1.4.1.4 Career Development and Planning: The professional school counselor candidate understands career development and planning processes across the lifespan, and assists all learners in their career exploration, decision-making and planning.

Performance Indicators: The professional school counselor candidate:

- demonstrates knowledge and understanding of theories of career development, career decision-making and planning
- selects and applies career counseling models with learners
- promotes and supports the career decision-making and planning of learners
- uses various career assessment techniques to assist learners in understanding their abilities and career interests
- uses current career information to assist learners in understanding the world of work and making career plans and choices

Meets the Standard	Not Meeting the Standard	Insufficient Evidence
The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of theories of career development, career decision-making and planning. She/he <i>effectively selects and applies</i> career counseling models with learners, and <i>actively</i> promotes and supports the career decision-making and planning of learners. He/she <i>consistently uses</i> various career assessment techniques to assist learners in understanding their abilities and career interests, and <i>effectively uses</i> current career information to assist learners in understanding the world of work and make career plans and choices.	The professional school counselor candidate demonstrates a <i>limited depth of knowledge and understanding</i> of theories of career development, career decision-making and planning. She/he <i>occasionally selects and applies</i> career counseling models with learners, and <i>reactively</i> promotes and supports the career decision-making and planning of learners. He/she <i>only uses a limited variety</i> of career assessment techniques to assist learners in understanding their abilities and career interests. She/he <i>occasionally uses</i> career information to assist learners in understanding the world of work and make career plans and choices.	There is insufficient evidence upon which to make a determination about this standard.

Notes:

1.4.2 The professional school counselor candidate promotes learners' growth and development through a district wide, comprehensive model for guidance and counseling for all students.

Quality Indicators:

1.4.2.1 Guidance Curriculum: The professional school counselor candidate knows, understands, and uses classroom guidance methods and techniques.

Performance Indicators: The professional school counselor candidate:

- knows, understands, and conducts guidance needs assessments
- collaborates with other school personnel in the delivery of the guidance curriculum
- designs and implements developmentally appropriate guidance activities

Meets the Standard	Not Meeting the Standard	Insufficient Evidence
The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of guidance needs assessments, and <i>systematically and effectively conducts</i> them. He/she <i>regularly and effectively collaborates</i> with other school personnel in the delivery of the guidance curriculum. She/he <i>effectively designs and implements</i> developmentally appropriate guidance activities.	The professional school counselor candidate demonstrates an <i>inadequate depth of knowledge and understanding</i> of guidance needs assessments, and <i>does not yet conduct them systematically and effectively</i> . He/she <i>only occasionally</i> collaborates with other school personnel in the delivery of the guidance curriculum. She/he <i>does not yet effectively design and implement</i> developmentally appropriate guidance activities.	There is insufficient evidence upon which to make a determination about this standard.

Notes:

1.4.2.2 Individual Planning: The professional school counselor candidate knows, understands, and uses planning and goal setting for the personal, educational, and career development of the learner.

Performance Indicators: The professional school counselor candidate:

- knows and understands planning and goal setting processes
- uses various tools, including technology, to assist learners in personal, educational, and career goal setting and planning.

Meets the Standard	Not Meeting the Standard	Insufficient Evidence
The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of planning and goal setting processes. He/she <i>consistently and effectively uses</i> various tools, including technology, to assist learners in personal, educational, and career goal setting and planning.	The professional school counselor candidate demonstrates <i>only limited knowledge and understanding</i> of planning and goal setting processes. He/she <i>does not consistently and effectively use</i> various tools, including technology, to assist learners in personal, educational, and career goal setting and planning.	There is insufficient evidence upon which to make a determination about this standard.

Notes:

1.4.2.3 Responsive Services: The professional school counselor candidate knows, understands and uses various methods for delivering responsive counseling services to all learners in the school community

Performance Indicators: The professional school counselor candidate:

- knows and understands a variety of individual and small group counseling theories and techniques
- knows and understands a variety of crisis intervention and consultation theories and techniques
- selects and uses counseling interventions appropriate to the needs of all learners
- uses appropriate referral resources and procedures

Meets the Standard	Not Meeting the Standard	Insufficient Evidence
The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of a variety of individual and small group counseling theories and techniques, and a variety of crisis intervention and consultation theories and techniques. He/she <i>selects and effectively uses</i> counseling interventions appropriate to the needs of all learners, and <i>consistently uses appropriate</i> referral resources and procedures.	The professional school counselor candidate <i>does not yet demonstrate an appropriate depth of knowledge and understanding</i> of a variety of individual and small group counseling theories and techniques, and a variety of crisis intervention and consultation theories and techniques. He/she <i>occasionally selects and uses</i> counseling interventions appropriate to the needs of all learners, and <i>inconsistently uses appropriate</i> referral resources and procedures.	There is insufficient evidence upon which to make a determination about this standard.

Notes:

1.4.2.4 System Support: The professional school counselor candidate knows, understands and uses various methods to develop and maintain a comprehensive guidance program that serves the needs of all learners.

Performance Indicators: The professional school counselor candidate:

- knows, understands, develops, and manages a comprehensive guidance program for all learners
- advocates for the guidance program throughout the school community
- knows, understands, and conducts program evaluation to monitor and improve the guidance program

Meets the Standard	Not Meeting the Standard	Insufficient Evidence
The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of a comprehensive guidance program for all learners, and program evaluation. He/she <i>effectively develops and manages</i> a comprehensive guidance program for all learners. She/he <i>routinely advocates</i> for the guidance program throughout the school community, and <i>systematically conducts</i> program evaluation to monitor and improve the guidance program.	The professional school counselor candidate demonstrates an <i>inadequate depth of knowledge and understanding</i> of a comprehensive guidance program for all learners, and program evaluation. He/she <i>does not yet develop and manage</i> a comprehensive guidance program for all learners. She/he <i>occasionally advocates</i> for the guidance program throughout the school community, and <i>sporadically conducts</i> program evaluation to monitor and improve the guidance program.	There is insufficient evidence upon which to make a determination about this standard.

Notes:

1.4.2.5 Technology: The professional school counselor candidate knows, understands and uses technology as a management and counseling tool in promoting the personal, educational, social, and career development of the learner.

Performance Indicators: The professional school counselor candidate:

- knows, understands and uses a variety of technology in the delivery of guidance and counseling activities
- uses technology to manage a comprehensive guidance program

Meets the Standard	Not Meeting the Standard	Insufficient Evidence
The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of a variety of technology. She/he <i>effectively uses</i> a variety of technology in the delivery of guidance and counseling activities. He/she <i>widely and routinely uses technology</i> to manage a comprehensive guidance program.	The professional school counselor candidate <i>does not yet demonstrate an appropriate depth of knowledge and understanding</i> of a variety of technology. She/he <i>does not yet effectively use</i> a variety of technology in the delivery of guidance and counseling activities. He/she <i>only occasionally uses technology</i> to manage a comprehensive guidance program.	There is insufficient evidence upon which to make a determination about this standard.

Notes:

1.4.3 The professional school counselor candidate develops and promotes professional relationships in the school, family, and community

Quality Indicators:

1.4.3.1 The professional school counselor candidate understands, develops, and uses professional relationships in the school, family and community, through consultation and collaboration, to promote development of all learners.

Performance Indicators: The professional school counselor candidate:

- knows, understands and uses consultation strategies to improve communication and promote teamwork
- uses consultation strategies to coordinate resources and efforts of teachers, administrators, and support staff
- uses consultation strategies to promote school-home relationships through involvement of parents and other family members
- uses consultation methods with private and public agencies in the community that may be involved in the learner's development

Meets the Standard	Not Meeting the Standard	Insufficient Evidence
The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of consultation strategies. She/he <i>effectively uses</i> consultation strategies to improve communication and promote teamwork; to coordinate resources and efforts of teachers, administrators, and support staff; and to promote school-home relationships through involvement of parents and other family members. He/she <i>effectively uses</i> consultation methods with private and public agencies in the community that may be involved in the learner's development.	The professional school counselor candidate demonstrates an <i>inadequate depth of knowledge and understanding</i> of consultation strategies. She/he <i>does not yet effectively use</i> consultation strategies to improve communication and promote teamwork; to coordinate resources and efforts of teachers, administrators, and support staff; and to promote school-home relationships through involvement of parents and other family members. He/she <i>does not yet use</i> consultation methods with private and public agencies in the community that may be involved in the learner's development.	There is insufficient evidence upon which to make a determination about this standard.

Notes:

1.4.4 The professional school counselor candidate knows, understands, and adheres to ethical, legal, and professional standards.

Quality Indicators:

1.4.4.1 Ethical: The professional school counselor candidate knows, understands and practices in accord with the ethical principles of the school counseling profession.

Performance Indicators: The professional school counselor candidate:

- knows, understands and practices in accordance with the ethical principles of the counseling profession
- knows and understands the differences among legal, ethical, and moral principles
- knows, understands and practices in accordance with local school policy and procedures
- employs ethical decision-making models to recognize and resolve ethical dilemmas
- models ethical behavior in his or her work

Meets the Standard	Not Meeting the Standard	Insufficient Evidence
The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of the ethical principles of the counseling profession; differences among legal, ethical, and moral principles; and local school policy and procedures. She/he <i>routinely and consistently practices</i> in accordance with the ethical principles of the counseling profession, and local school policy and procedures. He/she <i>regularly employs</i> ethical decision-making models to recognize and resolve ethical dilemmas and <i>continuously models</i> ethical behavior in his or her work.	The professional school counselor candidate <i>does not yet demonstrate an appropriate depth of knowledge and understanding</i> of the ethical principles of the counseling profession; differences among legal, ethical, and moral principles; and local school policy and procedures. She/he <i>occasionally practices</i> in accordance with the ethical principles of the counseling profession, and local school policy and procedures. He/she <i>employs</i> ethical decision-making models to recognize and resolve ethical dilemmas and models ethical behavior in his or her work.	There is insufficient evidence upon which to make a determination about this standard.

Notes:

1.4.4.2 Legal: The professional school counselor candidate knows, understands and adheres to the legal aspects of the role of the professional school counselor

Performance Indicators: The professional school counselor candidate:

- knows and understands the local, state, and federal statutory requirements pertaining to her or his work
- uses legal resources to inform and guide his or her practice
- practices in accordance with the legal restraints of local jurisdictions
- practices within the statutory limits of confidentiality

Meets the Standard	Not Meeting the Standard	Insufficient Evidence
The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of the local, state, and federal statutory requirements pertaining to her or his work. She/he <i>effectively uses</i> legal resources to inform and guide his or her practice; <i>consistently practices</i> in accordance with the legal restraints of local jurisdictions; and <i>consistently practices</i> within the statutory limits of confidentiality.	The professional school counselor candidate demonstrates an <i>inadequate depth of knowledge and understanding</i> of the local, state, and federal statutory requirements pertaining to her or his work. She/he <i>only occasionally</i> uses legal resources to inform and guide his or her practice; <i>does not yet consistently practice</i> in accordance with the legal restraints of local jurisdictions and within the statutory limits of confidentiality.	There is insufficient evidence upon which to make a determination about this standard.

Notes:

1.4.4.3 Professional: The professional school counselor candidate knows, understands and implements methods to promote his or her professional development and well-being.

Performance Indicators: The professional school counselor candidate:

- participates in professional organizations
- develops and implements a professional development plan
- uses personal reflection, consultation, and supervision to promote professional growth and development
- knows, understands, uses and models techniques of self-care
- evaluates her or his practice, seeks feedback from others, and uses this information to improve performance

Meets the Standard	Not Meeting the Standard	Insufficient Evidence
The professional school counselor candidate <i>actively participates</i> in professional organizations; <i>develops and fully implements</i> a professional development plan; <i>routinely uses</i> personal reflection, consultation, and supervision to promote professional growth and development. He/she <i>knows, understand and regularly uses and models</i> techniques of self-care, and <i>systematically evaluates</i> her or his practice, seeks feedback from others, and uses this information to improve performance.	The professional school counselor candidate <i>is beginning to participate</i> in professional organizations; <i>has yet to develop and implement</i> a professional development plan; <i>occasionally uses</i> personal reflection, consultation, and supervision to promote professional growth and development. He/she <i>inconsistently uses and models</i> techniques of self-care, and <i>informally evaluates</i> her or his practice, seeks feedback from others, and uses this information to improve performance.	There is insufficient evidence upon which to make a determination about this standard.

Notes: